Reflect on how a classroom episode, an examination of a unit, or a review provided opportunities and support for quality thinking. Provide evidence support your observation (column 1) and offer suggestions that could help to further enhance the learning for students (column 2).

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|  | **Criteria** | **Column 1**  **Observed Opportunities for quality thinking** | Column 2  **Opportunities for extending thinking** |
| **Focus of Content** | * The work students were doing was connected to big or important ideas in the subject area. * Focus of the content/concepts addressed provided the background necessary to engage in the thinking and problem solving expected by the students * The work focused on developing conceptual understandings. (What are you observing that provides evidence of what understandings are to be developed through the work?) * The students were engaged in deep exploration of the subject, rather than ‘coverage” (e.g. many topics on a superficial level) |  |  |
| **Engagement of Students**  **E** | * The work created purpose and meaning for students * The students are engaged in meaningful and worthwhile intellectual, social and/or physical work. * Meaningful choice is embedded in student work. Students were able to take ownership and personalize their work. * The challenge provided to the students required the application of content learned and focused concentration |  |  |
| **Depth of Work** | * The work was challenging and pushed students’ thinking in new directions inviting them to examine ideas or beliefs. * Students were asked to generate original ideas, explanations, solutions, or findings. * The work challenged students to go deeper and beyond their current level of knowledge/skill building. |  |  |
| **Presence of Thinking** | * Students’ thinking was made visible through the work/discussions/reflections so it could be discussed, shared, examined or reflected upon. * Criteria was co-constructed or provided and students were expected to use criteria to assist them in their reasoning * Critical thinking vocabulary was clarified so that all students clearly understood the nature of the thinking required * Thinking strategies that helped students infer, gain insights, make connections, analyze information or detect patterns were modeled or encouraged * Routines that support the development of the habits of mind of good thinkers (e.g. persistence, open-mindedness, attention to detail, suspending judgment) were evident * Time was built into the lesson to provide adequate time for thinking, preparing responses and expressing ideas. |  |  |
| **Nurturing Creativity** | * Students were provided opportunities to solve meaningful problems or create products or performances * Students were encouraged to offer novel solutions to problems or to create innovative products/performances * Students were encouraged to use generative thinking strategies to support innovation * Students were expected to connect proposed solutions, products or performances to a knowledge base in the subject area * Students were required to assess the appropriateness of their novel ideas in light of the nature of the challenge * Opportunities for collaboration (including productive peer feedback) and improvisation were provided as appropriate to the task |  |  |